Addendum for the

MEAP Building Coordinator Handbook

for the Academic Year

2005-2006

(Spring 2006)

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MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The pages in this document are intended to replace or update the same pages in your MEAP Building Coordinator Handbook for the Academic Year 2005-2006. New or updated information is in **bold print with gray shading.**

Table of Contents

Overview

Contact Information

Building MEAP coordinators should read this manual in its entirety before assessment begins. To promote the most effective flow of information, district MEAP coordinators are to be the primary contact for all district communications. If district MEAP coordinators have questions after reviewing this manual, they should contact one of the following:

- **MEAP Office** -for information about MEAP assessment administration procedures, content, scheduling, information about students with disabilities and appropriate assessment or accommodations, and information about the English Language Learner (ELL) program
  Phone: 1-877-560-TEST (8378)
  Fax: 517-335-1186
  Web site: *www.michigan.gov/meap*
  Email: MEAP@michigan.gov

- **MEAP Scoring Services** -for information about ordering, receiving, packaging, or returning assessment materials
  Phone: 800-204-4109
  Fax: 319-358-4293
  Email: meap@person.com

- **Michigan Merit Award Program** -for information about eligibility requirements, awardee and nonawardee reports, and student Merit Award records
  Phone: 888-4GRANTS (888-447-2687)
  Fax: 517-241-4638
  Web site: *www.*michigan.gov/meritaward

About the MEAP

The Michigan Educational Assessment Program (MEAP) was initiated by the State Board of Education, supported by the Governor and funded by the Michigan legislature through Public Act 307 of 1969 (Section 14). From 1969 until 1973, MEAP used norm-referenced assessments from a commercial assessment publisher. Students' scores were ranked in comparison to each other, but gave no information in terms of meeting a specified standard. In 1973-74, Michigan educators began working with Michigan Department of Education (MDE) staff to develop specific performance objectives to serve as the basis for the first assessments built to Michigan specifications. Hundreds of educators throughout Michigan continue to revise and update Michigan curriculum documents that serve as the basis for MEAP. Their involvement is critical to the development and ongoing improvement of these assessments.

The Michigan Revised School Code and the State School Aid Act require the establishment of educational standards and the assessment of students' academic achievement but there is no state-mandated curriculum. Accordingly, the State Board of Education, with the input of educators throughout Michigan, approved a system of academic standards and a framework within which local school districts could develop, implement, and align curricula as they see fit.

The MEAP assessments have been recognized nationally as sound, reliable and valid measurements of academic achievement. Students who score high on these assessments have demonstrated significant achievement in valued knowledge and skills. Further, the assessments provide the only common denominator in the state to measure in the same way, at the same time, how all Michigan students are doing on the same skills and knowledge.

MEAP Assessment Administration

Valid and reliable MEAP assessment requires that assessments are first constructed in alignment with **Michigan content standards** and then administered and scored according to sound measurement principles. Sound assessment principles require that schools administer all assessments in a consistent manner across the state so that all students have a fair and equitable opportunity for a score that accurately reflects their achievement in each subject.

The schools play a key role in administering the MEAP assessments in a manner consistent with established procedures, monitoring the fair administration of the assessment and working with the MEAP Office to address deviations from established assessment administration procedures. District and school faculty members play a key role in the fair and equitable administration of successful MEAP assessment. Please review the assessment procedures in the MEAP Assessment Administrator Manual, follow the established assessment administration procedures carefully, and notify the MEAP Office if a problem arises.

MEAP Assessment Administration Important Dates			
Assessment Cycle	**Assessment Dates**	**Materials Due in Schools**	**All Assessment Materials Returned**
Fall 2005 Grades 3 – 9	October 3 – October 21, 2005	September 19, 2005	October 28, 2005
Fall 2005 High School Re-take	October 24 – November 4, 2005	October 10, 2005	November 11, 2005
Spring 2006 High School Assessment (HSA)	1Cycle 1: March 20 – March 31, 20062	Week of March 6, 2006	April 7, 2006
	1Cycle 2: March 27 – April 7, 20062	Week of March 13, 2006	April 14, 2006
	1Cycle 3: April 3 – April 14, 20062	Week of March 20, 2006	April 21, 2006

1Districts will be given the option to choose one of these three cycles.

2Unless an exception has been granted in writing or through email.

MEAP Assessment Schedule

The Spring 2006 MEAP high school assessment cycle is divided into three cycles. The dates for each assessment cycle are listed on page B-1 of this handbook. Materials will be shipped to school districts approximately two weeks before the first day of the assessment administration.

All MEAP assessments are untimed and student-paced. Arrangements must be made for students who require additional time to complete these assessments during the same continuous session.

For planning purposes, the following times are recommended for each assessment session:

HSA in English Language Arts

Parts 1A and 1B: Reading .... 55 – 65 minutes

Part 2: Reading .... 20 – 30 minutes

Part 3: Session 1 Writing ……….. 70 – 80 minutes

Part 3: Session 2 Writing .... 30 – 40 minutes

Part 4 Reading/Writing .... 50 – 80 minutes

Part 5: Listening for Understanding (Optional) .... 20 – 25 minutes

HSA in Mathematics

Part 1 .... 50–60 minutes

Part 2 .... 50–60 minutes

HSA in Science .... 90–105 minutes

HSA in Social Studies

Part 1 .... 45–55 minutes

Part 2 .... 45–55 minutes

IMPORTANT: Planning times do not include the time necessary:
1. For those students who do not have a pre-printed label to fill out New Student Registration Forms (10 minutes, if needed).
2. To distribute assessment materials to students (dependent upon the number of students in the group to be assessed).
3. To read the assessment directions to students at the beginning of each section or part (approximately 5 to 10 minutes).

All assessments must be completed during the assessment cycle and all materials must be returned by the appropriate deadline. *(See p. B-1).*

My **District Assessment Coordinator**

Phone　　　　　　　　email

	Office of Educational Assessment and Accountability
MICHIGAN Department of Education	**Building Assessment Coordinator Responsibilities**

Each school building that is involved in administering assessments (including adult and alternative education programs) should have a Building Assessment Coordinator. The Building Assessment Coordinator has a key role in setting the tone of high performance with integrity for the building and holds specific responsibilities. The Building Assessment Coordinator shall:

Before Assessment Administration

- Serve as the building contact person between the school and the District Assessment Coordinator.
- Attend training conducted by the District Assessment Coordinator and apply procedures appropriate to the specific assessment.
- Read and adhere to the information in the Assessment and Administrator Manuals.
- Develop and disseminate an assessment plan for the building including: a schedule of days and times; rooms to be used; staff to be involved; accommodations to be provided for; impact on buses, bell schedules, lunches, and other events; and plans for students not being assessed at any given time.
- Train the Assessment Administrators and Proctors on administrative procedures and ethical practices.
- Provide information regarding ethical and unethical assessment practices information to students, assessment administrators, proctors, teachers, and parents.
- Conduct an inventory of assessment materials received from the District Assessment Coordinator.
- Ensure assessment materials are kept in a secure location.
- In rooms used for assessment, ensure that all items (such as displays, charts, maps, tables, bulletin board material, etc.) that contain any information directly related to MDE Benchmarks and GLCEs that could provide information to students in answering questions during test taking have been cleared or covered.
- Assemble and distribute assessment materials to Assessment Administrators.
- Ensure that assessment materials that are allowed by the state assessments are made available to students.
- Assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), 504 Plans, and instructional practices for English Language Learners.
- Have a plan for students who finish early or who require extra time.
- Reinforce to Assessment Administrators and Assessment Proctors the prohibited use of electronic communication or information storage devices (i.e. pagers, cell phones, PDAs).

During Assessment Administration

- Ensure that each room used for assessments has an Assessment Administrator and an Assessment Proctor, if needed, present at all times.

- Ensure that assessment materials are kept secure in a designated location within the school between assessment sessions until all materials are returned to the District Assessment Coordinator.

- Monitor assessment administration sessions to ensure the security and accountability of all secure materials and that standardized assessment procedures are being followed.

- Report and document any assessment irregularities or administrative procedural errors to the District Assessment Coordinator immediately.

After Assessment Administration

- Collect and conduct an inventory of assessment materials after the assessment.

- Notify the District Assessment Coordinator of any missing materials and follow instructions for recovering them.

- Ensure that answer documents have been completed and filled in correctly.

- Ensure that any cover or return form has been completed correctly.

- Prepare all assessment materials for return to the District Assessment Coordinator.

- Return assessment materials to the District Assessment Coordinator consistent with required timelines.

- Report and document any incidents that have not been previously reported that deviate from proper administrative procedures.

- Complete Assessment Security Compliance Forms found in the Assessment Administrator Manual and submit all signed forms from any Assessment Administrators, Assessment Proctors, or Accommodation Providers to the District Assess.

In addition, assessment administrators and proctors must review responsibilities as outlined in the MEAP Administrator Manual.

Assessment Administrators and Proctors

The MEAP assessments were designed to be administered, when possible, by the students' teacher(s) for the subject area being assessed. Depending on the number of students in each room, proctors may also be assigned to assist the assessment administrator. Assessment administrators and proctors are responsible for

- reading and becoming familiar with MEAP assessment administration procedures for the specific assessment cycle prior to the assessment.

- reading directions *exactly as they appear* in the assessment administrator manual to students, and answering questions about assessment directions.

- verifying that no unauthorized materials or equipment are being used during the assessment.

- moving throughout the assessment room and ensuring that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer folders **using only a number 2 pencil**.

- reporting instances of deviations in assessment administration or **questionable** student behavior to the building **assessment** coordinator for early and fair resolution of any concerns.

- reviewing student information on answer folders and the New Student Registration Form (if used) for accuracy.

It is very important to understand the difference between helping students understand assessment directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, assessment administrators and proctors *may not give help of any kind* to students during the assessments. This includes defining or pronouncing words and reading any part of the assessment aloud to students, except where specifically indicated in the directions.

For complete information regarding the responsibilities of assessment administrators and proctors, review the MEAP Assessment Administrator Manual.

Announcing the Assessments

Inform teachers about the MEAP and the assessment that will occur. An announcement at a staff meeting would serve this purpose. Provide teachers with guidelines about preparing for the assessment, conducting the assessments, and materials to be removed from the room during the assessment.

Students and parents should be informed about the MEAP assessments and the Michigan Merit Award Program requirements well before the assessment dates. Students should also be told ahead of time what materials they will need to bring to each assessment. School staff should assist students in determining which students should assess during this assessment administration window.

If there is a school newsletter sent to parents, an announcement of the assessment dates, with a brief description of the MEAP assessments, endorsements, and the Michigan Merit Award Program should be included. A brief announcement in the local newspaper may also be considered.

Assessment Administration Materials

Receipt of Materials

Spring 2006 MEAP assessment materials will be delivered approximately two weeks before the assessment cycle begins. A packing list will be provided and shipments will include the following:

MEAP Assessment Administrator Manuals—One manual is supplied for each district and building MEAP coordinator and each assessment administrator. This manual is available online at www.michigan.gov/meap.

MEAP District and Building Coordinator Handbooks—The MEAP District Coordinator Handbook and the MEAP Building Coordinator Handbook are comprehensive guides that cover the responsibilities of the district **and building** MEAP coordinator and also contain specific instructions regarding online registration. **An addendum with updated or new information for each handbook will be shipped with assessment materials. Complete and updated handbooks are available online at www.michigan.gov/meap .**

Assessment Booklets—There is a separate assessment booklet for each subject. One assessment booklet per student is supplied for each subject. Assessment booklets are secure materials that must be carefully monitored and kept in *locked* storage while in schools. **All assessment booklets (including Braille, enlarged-print, audio, and versions) must be returned to MEAP Scoring Services. No copies shall be made of any assessment booklet or portion thereof. No person, other than students to be assessed, shall be allowed to review or take the assessment.**

Answer Folders—**There is a separate answer folder for mathematics, science, and social studies. The English language arts (ELA) assessment has four different answer folders. There is an answer folder for Forms 1-2, one for Forms 3-4, one for Forms 5-8, and one for Forms 9-10. For spring assessments,** answer folders will be preprinted. Schools may register new students online and produce a preprinted label or use the New Student Registration Form (see sample in the MEAP Assessment Administrator Manual). **Student answer folders may not be copied. Answers shall not be transcribed or recorded on any other document.**

New Student Registration Forms—These forms should be used as directed by the district MEAP coordinator for those students without a preprinted label or answer folder and for whom the school can not print a label from the secure site.

Mathematics Overlay—One is supplied for each student taking the mathematics assessment.

MEAP School/Grade Header Sheets—One of these forms should be completed by the assessment administrator for each grade/subject assessed.

Class/Group ID Sheet—One of these should be completed for every teacher or building coordinator.

MEAP Security Compliance Forms—*This form should be read and signed by all MEAP coordinators, administrators and proctors.*

Orange "Special Handling" Envelopes—*This should be used for the return of word processed or other documents needing special handling.*

Return Materials Packet—*This contains labels, and instructions on returning the MEAP materials.*

Assessment materials come bar-coded and shrink-wrapped in numbered sets. District and building MEAP coordinators should open these packets only as necessary to provide schools and classrooms with the exact quantity of materials needed. Extra materials should not be distributed to building coordinators or assessment administrators unless they are needed for the assessment. Assessment administrators should not open sealed assessment booklet packages until the first day of the assessment for a subject.

Monitoring of Assessment Shipments

District MEAP coordinators will receive an email from United Parcel Service (UPS) when each shipment is shipped. If the district elected school delivery, the district MEAP coordinator will receive an email from UPS for each school shipment as well as the district materials, i.e., overage shipment. Most shipments should be delivered within two - three days of the email notification. NOTE: If the MEAP Office does not have a current email address for the district MEAP coordinator, they will not receive this email notification. You may update this email address by contacting the MEAP Office at meap@michigan.gov or by calling at 877-560-8378.

In addition to the email notification from UPS, going to the login page of the MEAP secure Web site (you will need to enter your User ID and password) at www.michigan.gov/meap-secure can check the status of a shipment. After entering your User ID and Password, look under the left navigation button Online Registration and click on *Additional Orders and Shipment Tracking*. Under Related Links, click on *Shipment Tracking*. Enter a district or school name and click on *Go*. The report will provide the following information for all MEAP assessment shipments:

- **Destination**
- **Order Date**
- **Shipment Type**
- **Order ID**
- **Tracking #**
- **Status**
- **Estimated Arrival**
- **Delivery Date**

Shortages and Missing Materials

Immediately upon arrival of assessment materials, district MEAP coordinators should verify that sufficient quantities have been received.

Overage materials should be distributed within the district before requesting additional materials.

Additional material requests are to be gathered from all schools in a district, including adult and alternative education programs, and ordered by the district MEAP coordinator. See Additional Materials below.

Additional Materials

Additional materials may be ordered online by the district MEAP coordinator at www.michigan.gov/meap-secure . If you experience difficulties with the online ordering system, please contact MEAP Scoring Services at 1-800-204-4109.

New Student Registration Forms, Student Labels, and Student Answer Folders

Every student taking a MEAP assessment will have a separate answer folder for English language arts (ELA), mathematics, science, and social studies. Answer folders will be delivered to schools in sufficient quantities based on student registration and the school's historical information allowing for an adequate overage to accommodate any late registrants. Students who have no preprinted label or answer folder will need to provide registration information using the online registration process or the New Student Registration Form – Side 2. Contact your district MEAP coordinator if you need to do online registration.

Online Registration

Students can be registered online up until the day of the assessment using several different options on the MEAP secure website. Step-by-step instructions can be found on the login page (www.michigan.gov/meap-secure of the website by clicking on the pink link entitled *Enhancement How-To Help Documents*.

- **SRSD Copy**

- **Student Test Cycle Copy**

- **One Student at a Time**

- **Pre-ID File Import Process**

- **Adding a New Assessment Cycle to an Existing Student**

New Student Registration Form – Side 2 – Alpha Grid

If online registration is not available, please read Side 1 of the New Student Registration Form and then continue on to Side 2 to complete a student's registration using the alpha grid.

Clearly print the student name, teacher name, grade level, school name, district name, and subject in the spaces provided at the top of the form. Fill in and darken the appropriate circles for the student's name (last, first, and middle initial), birth date, ethnicity, grade and gender.

A separate New Student Registration Form must be completed for **each** subject.

Ethnicity

The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any federal program." (OMB Directive No. 15.) The student should fill out the classifications since they reflect the individual's recognition of his or her community. Classifications will be used only for the purpose of reporting.

1 *American Indian or Alaskan Native* – a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition

2 *Asian or Pacific Islander* – a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa

3 *Black, not of Hispanic Origin* – a person having origins in any of the black racial groups of Africa

4 *Hispanic* – a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race

5 *White, not of Hispanic Origin* – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East

6 *Multiracial* – a person of mixed racial and/or ethnic origins.

School Use Only

It is very important to fill in and darken the circles for the **building code** accurately. If this information is inaccurate or blank, the student's results cannot be returned to the proper district/school. An assessment administrator can obtain the correct building code by contacting the district MEAP coordinator or by accessing the Center for Educational Performance and Information (CEPI) School Code Master website http://cepi.state.mi.us/scm/ and following the steps listed.

The *"MEAP Use Only"* is to be used only as instructed under special notice by the MEAP Office.

In the "*School Use Only*" box at the bottom of the page, mark all that apply for the following classifications:

1. *Economically Disadvantaged (ED)* – A student from a low-income family defined as eligible by the income guidelines for free and reduced-price meals (This information is required for all districts that receive Title I funds; the U.S. Department of Agriculture has ruled that eligible children may be identified on state assessments to meet this requirement.)
2. *English Language Learners (ELL) also known as Limited English Proficient (LEP)* – The term "limited English proficient," when used with respect to an individual, means an individual
   (A)   who is aged 3 through 21;
   (B)   who is enrolled or preparing to enroll in an elementary school or secondary school;
   (C)   (i) who was not born in the United States or whose native language is a language other than English;
           (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
               (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
           (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
   (D)   whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
           (i)   the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
           (ii)   the ability to successfully achieve in classrooms where the language of instruction is English; or
           (iii) the opportunity to participate fully in society.

3. *Migratory Status (MS)* – A student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing.

4. *Special Education (SE)* – A student who is determined by an individualized education program team or a hearing officer to have 1 or more of the impairments that necessitates special education or related services, who is not more than 25 years of age as of September 1 of the school year of enrollment, who has not completed a normal course of study, and who has not graduated. (Reference Michigan Administrative Rule 340.1702, Rule 2)

Student Answer Folders

It is very important that students are using the answer folder that corresponds to the assessment being administered.

There are several boxes on student answer folders with *"School Use Only"* coding. Schools must make the decision as to whether these circles are filled in.

Research I and II Fields – In addition to the usual school and district summaries, research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report. In the past, school districts have used this option to answer such questions as:

a.　　Is there a relationship between the number of years students have attended school in our district and their test scores?
b.　　Is there a difference in attainment of achievement objectives among those students who had reading program A vs. reading program B vs. reading program C, etc.?
c.　Do students in nongraded classrooms score differently from students in "conventional" classrooms?

The following three important points should be considered before deciding to use research codes:

a.　　Research questions must be developed at the district level, and each report response must be assigned a different number from one to ten. Each student may enter one response per code on his or her answer folder (one response in the Report I column and one response in the Report II column).
b.　　Coding information must be provided to building MEAP coordinators and assessment administrators if students are to code their own answer folders.
c.　　Districts may elect to use one or both of the Research Report options at any or all of the grades assessed.

Accommodations

This accommodations section of the "*School Use Only*" area on student answer folders is used to identify the accommodation as required by the no Child Left Behind Act of 2001.

The English language arts (ELA) answer folders provide the opportunity to identify specific accommodations used for students on different parts of the ELA assessment. Answer folders for mathematics, science and social studies list the same accommodations, in addition to use of an audio version of the assessment for use with special education students. Mark all that apply.

English Language Learner (ELL) Students:

Reading test in English – A student who had the assessment read in English (writing portion of the ELA only).

English Video – A student who has used the English video version of the assessment (mathematics, science, social studies, and writing portion of the ELA).

Spanish Video – A student who has used the Spanish video version of the assessment (mathematics, science, and social studies only).

Arabic Video – A student who has used the Arabic video version of the assessment (mathematics, science, and social studies only).

Reading directions in English – A student who had the assessment directions read in English (ELA only).

Reading in English – A student who had the assessment read in English (mathematics, science, and social studies only).

Reading directions in Native Language – A student who had the assessment directions read in a native language (ELA only).

Reading in Native Language – A student who had the assessment read in a native language (mathematics, science, and social studies only).

Other – A student who has used other standard accommodations.

Students with Disabilities:

Braille – A student who has used the Braille **version** of the assessment.

Enlarged print – A student who has used the enlarged print **version** of the assessments.

Audio – A student who has used the audio version of the assessment (mathematics and science only). There is no audio version of the English language arts assessment.

Other – A student who has used other standard accommodations.

Nonstandard Accommodations – Any student who received a nonstandard accommodation on the assessment must have this circle filled in on their answer folder. (See Assessment Accommodations beginning on Page E-1).

Report Codes have been included in the box marked "*School Use Only*". Schools must make the decision as to whether these circles are completed, using the following guidelines. Mark all that apply.

Home Schooled – If an assessed student is home schooled, fill in the "Home Schooled" circle. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled students are not required to take the MEAP assessments, but may test during the district's assessment window. Home-schooled students should contact their local school district for assessment information. Public school districts are required to administer the MEAP assessments to home-schooled students who wish to test. Districts will receive separate reports for a home-schooled student, plus a parent report. The parent report should be forwarded to the parents of each home-schooled student.

Formerly Limited English Proficient (LEP) – A student is designated as formerly LEP when he or she is no longer designated LEP by a school or school district; or is no longer receiving support services to acquire English proficiency. This designation must be used to track student achievement for two years after the LEP designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)

Homeless – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Student Unethical Practice – See definition for use of the "Unethical Practice" bubble on page F-3 of this manual.

Spanish – Used to identify native language for ELL or FLEP students.

Arabic – Used to identify native language for ELL or FLEP students.

Chaldean – Used to identify native language for ELL or FLEP students.

Other Language – Used to identify native language for ELL or FLEP students.

Class/Group Number

This optional information allows districts and schools to receive reports organized by class or group designation(s). It is the decision of the school or district to use this option and to define class/group numbers that are most useful to the district or school. This is an optional field. Contact your MEAP coordinator for your 4-digit class/group number.

Assessment Date

Students are given instructions to fill in the assessment date at the time of the assessment. If an assessment is administered over more than one day, the first date the subject area assessment was administered should be completed.

Form

Students are given instructions to fill in the form number from the front of their assessment booklet at the time of the assessment.

> All questions related to assessment accommodations for students with disabilities and Section 504 students should be directed to Peggy Dutcher, coordinator of Assessment for Students with Disabilities (email: dutcherp@michigan.gov, or phone 517-241-4416).
>
> All questions related to assessment accommodations for English language learners, also referred to as Limited English Proficient, should be directed to Marilyn Roberts, director of the Office of Educational Assessment and Accountability (email: robertsm@michigan.gov, or phone 517-335-0567).
>
> All questions related to the Michigan Merit Award scholarship should be directed to the Michigan Department of Treasury (toll-free 888-447-2687).

Audio Versions of Assessments

Only students whose IEP or Section 504 Plan specifies that the students routinely use audio accommodations may use the audio versions (compact discs or audiotapes) of the mathematics, science, and social studies MEAP assessments. Please note that there is no audio version of the writing sections of the English language arts (ELA) assessment because the directions and writing prompts are read aloud to all students. There is no audio version for the reading portion of the ELA assessments as it will change the construct being measured from reading to listening, making it a nonstandard accommodation.

- To order **additional** audio versions of the assessments, the District MEAP Coordinator should order online at www.michigan.gov/meap-secure.

The following instructions are to be used when administering audio versions of the assessments:

1. The assessments *must be administered to each student individually*, using equipment with a headset and counter if available or in a setting where the audio will not disturb other students.

2. Unless the student has a total loss of vision or needs the enlarged print version, students using the audio versions must have a printed copy of a Form 1 assessment booklet while they are taking the assessment. Make sure students indicate the form number on their answer folders as noted in the assessment directions. Also, make sure students indicate Form 1 on their answer folders as noted in the assessment directions.

3. Students should be able to use the equipment independently since this accommodation is used routinely in the classroom. Students may be assisted in playing the audio version, but may not be given any help with answering any assessment item.

4. Students who use the audio versions must use standard **Spring 2006** answer folders, but may be given one of the following options:

   - Gridding their own answer folders

   - Marking answers in their assessment booklets and having a school staff member transcribe the answers into the answer folders

   - Indicating their responses to a certified school staff member who will then grid the answer folders

   - Braille their responses and have a certified school staff member transcribe the answers into the answer folders

5. The assessment administrator must read the directions from this *MEAP Assessment Administrator Manual* to the student exactly as written. Assessment directions are also included at the beginning of each audio version, but should be presented by the assessment administrator first so any questions the student has can be addressed.

6. Students should set their audio equipment counters to "0" at the start of each assessment and should be encouraged to write the counter number in their assessment booklet whenever there is a question they wish to reconsider later in the assessment session.

7. The CD Audio Assessment contains item-by-item CD tracking. Any instructions or assessment item scenario information is included on the track for the subsequent item. For example, Track 1 contains all assessment information leading up to and including item 1. Track 2 contains item 2, Track 3 contains item 3, and so on.

8. Answer folders for students who used the audio versions of the assessments must be packaged and returned with the other answer folders.

9. Audio versions of the assessments are **secure materials** that must be returned at the end of the assessment window. **No copies of these materials may be made, downloaded or retained.**

Video Versions of Assessments

Only English language learners (ELL) at the basic or lower intermediate proficiency levels are eligible to use video versions of MEAP assessments. Until the English Language Proficiency assessment is implemented statewide, schools and districts are encouraged to continue using their current local processes and assessments to determine a student's level of English proficiency. In Fall 2005, videos are available in Spanish, Arabic, and English. Please note that there is no video version for the writing portions of the English language arts (ELA) assessment, as the directions and writing prompts are read aloud to all students. There is no video version for the reading portions of the ELA assessments as it will change the construct of what is being measured from reading to listening, making it a nonstandard accommodation.

- Spanish and Arabic video accommodations are an option for use with an English language learner who

  ✓ is at the basic or lower intermediate English language proficiency levels, and

  ✓ whose dominant language is Arabic or Spanish, and

  ✓ is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting.

- English video accommodations that are read in English are an option for use with an English language learner who:

  ✓ is at the basic or lower intermediate English language proficiency levels, and

  ✓ is dominant in a language other than English.

When administering video versions of the assessments:

1. The assessments are to be administered to students, either individually or in small groups, in a setting where the video will not disturb other students.

2. Students using the video version must have a printed copy of a Form 1 assessment booklet while they are taking the assessment. Make sure students indicate the form number on their answer folders as noted in the assessment directions.

3. Assessment directions are included at the beginning of each video version and the student will be shown how to mark bubbles on the separate answer folder. The instructor will need to make sure that the student has marked the appropriate video accommodation bubble on the student answer folder.

4. Each assessment question is marked on the DVD or videotape. This assists in rewinding to the appropriate place, if needed, during the assessment administration. If using a videotape, make sure it has been totally rewound prior to administering the assessment to a new student or group.

Videos are an optional accommodation. The district MEAP coordinator may order **additional** materials online at www.michigan.gov/meap-secure. When ordering, provide total numbers of student assessment materials needed by grade level, content area, and language (Spanish, Arabic, or English). Please note: This oral accommodation is provided for Form 1. All assessment booklets and answer documents are printed in English. Each school will receive one DVD or videotape per 20 students to be assessed. **Video versions of the assessments are secure materials that**

must be returned at the end of the assessment window. No copies of these materials may be made, downloaded or retained.

Scribes, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible. Students using one of these accommodations are to include specific instructions about punctuation, spelling, indentation, etc., for the writing assessment. Also, the use of a Braillewriter is permissible.

If a student uses a tape recorder, scribe, or Braillewriter as an assessment accommodation, a member of the school staff must transcribe the student's response into an answer folder. Spelling, punctuation, indentation, etc., must be transcribed *exactly* as it was in the student's original response. For students using the Braille version, it is important to grid the "Spec. Ed. – Braille" bubble on their answer folder(s). Use of the "Other" bubble on the student answer folder(s) to indicate the student used a tape recorder or scribe as an accommodation.

Word Processors

The use of word processors is *only* permitted for students with disabilities who need that accommodation as defined in their IEP, or for general education students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability. Because the English language arts assessment assesses use of the conventions of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. Grid the "Other" bubble on the student answer folder(s) to indicate the student used a word processor as a standard assessment accommodation. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the nonstandard assessment accommodation bubble must be gridded.

Word-processed answers do *not* need to be transcribed into an answer folder by school staff. Each word-processed page must be printed and identified with student and assessment identification information (student name and birth date; student's state Unique Identification Code (UIC); school and district codes and names; assessment window, grade, and subject **OR the student's bar code label attached to each word-processed page**), and inserted into an answer folder that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer folder.

All answer folders containing a word-processed insert must be shipped in an orange envelope marked "SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS." This envelope is provided to the district MEAP coordinators with their Return of Materials Kit. This envelope is to be placed on the top of the first of the school's answer folders.

Additional Paper

Additional paper may be used as an assessment accommodation if a student needs additional space to write the equivalent of the space provided in the student answer document and it will not fit in the student's answer folder due to large handwriting. Each additional piece of paper must be identified with student and assessment identification information:

1. student name

2. birth date

3. the student's Unique Identification Code (UIC)

4. school and district codes and names

5. assessment window

6. grade, and content area

All answer folders containing additional papers must be shipped in an orange envelope marked "SPECIAL HANDLING AND/OR WORD PROCESSED DOCUMENTS." This envelope is provided to the district MEAP coordinators with their Return of Materials Kit. This envelope is to be placed on the top of the first of the school's answer folders.

- Ensure that the only materials on students' desks and tables are those authorized for use in that part of the assessment.

- Administer the assessments according to the assessment administration manual.

- Read directions **exactly as they appear** in the administration manual to students. Answer questions about assessment directions as described in the administration manual.

- Monitor the assessment sessions by moving throughout the assessment room.

- Ensure that students are working in the correct section of their assessment booklets and are marking their responses in the appropriate areas of their answer document. Student responses are limited to the answer spaces provided unless specified as an accommodation.

- Ensure that the assessment room is quiet during the entire assessment administration.

- Remain in the assessment room at all times unless replaced by another trained staff member.

- Report any incidents of questionable student behavior or deviations in assessment administration to the building assessment coordinator for early and fair resolution of any concerns.

- Ensure that students not be allowed to leave the assessment room unless extenuating circumstances are present. If a student must leave, assessment administrators must collect the assessment booklet and answer folder and return them to the student upon his/her return. Only one student may leave the room at a time.

Also consider the following:

- Are students marking their responses in the correct document (answer folder versus the booklet)?
- Are students marking their responses in the correct section of the answer folder?
- Are there a large number of erasures? Are students confused about the directions or having other problems?
- Are students doodling or marking randomly? Do they appear to be racing through the assessment? Students may underline, highlight, or write notes in their booklets only. Remind them of the importance of the assessment results.
- Are any students distracting others? If so, they should be moved to a separate assessment room.
- Are students working in the correct section of the assessment booklet? Students are not permitted to return to previously-administered sections of a assessment after a session is complete. Students may *not* revisit assessment answers *for any reason* after assessment booklets and answer folders have been collected.

Administrative Errors During Assessment

If an administrative error occurs during assessment, it should be reported immediately to the MEAP office by the District MEAP Coordinator. Phone 1-877-560-8378 or email MEAP@michigan.gov. The prompt reporting of an administrative error may allow a remedy to be implemented (administration of an emergency assessment to affected students, for example) that would allow the school and students to obtain valid scores.

Some examples of administrative errors include:

- Not allowing a student to complete the assessment.
- Failing to keep assessment materials secure at any time before, during, or after the assessment.
- Allowing students to be unsupervised during assessment.
- **Allowing students to resume testing after the student left an assessment session for an extended length of time (anything longer than an emergency restroom break).**

If there is any question about whether or not administrative error has occurred, please contact the MEAP office. The first concern of MEAP staff will be to assist the district in obtaining valid scores.

Unethical Practices During Assessment

The "Unethical Practice" bubble on student answer folders is to be used to identify students who engage in an unethical practice. **In August, 2005,** the State Board of Education approved the Office of Educational Assessment and Accountability (OEAA) *Professional Assessment and Accountability Practices for Educators*. This document is available at the OEAA website (www.michigan.gov/oeaa). This document establishes the "ground rules" for how each assessment is to be administered. It is recommended that the document be downloaded from the website and read in its entirety as it contains specific information for individuals based on assessment responsibilities.

School personnel should review this section prior to administering the assessments. Students should also be informed of appropriate assessment practices. Students should also be made aware of unethical assessment practices and the potential consequences. Inappropriate and unethical student assessment practices include any of the following instances:

- Communicate or collaborate in any manner with another student. This includes written, electronic, verbal, or gestured forms of communication.

- Copy another student's answers, or request or accept any help from another person.

- Use any material or equipment that is not expressly permitted by the assessment administration manual.

- Answer an assessment question or any part of an assessment for another student, or provide assistance to another student before or while that student is taking a state assessment.

- Return to previously administered sections of the assessment after an assessment session is complete.

- Use prohibited calculator, communication, or information storage device (i.e., pager, cell phone, PDA, etc.).

- Engage in any other practice that has the intent of artificially affecting the student's score or the score of another student.

All reasonable attempts should be made to redirect students with questionable activity. If the Assessment Administrator (or Assessment Proctor) observes a student who appears to be engaged in one or more of the unethical practices, the Assessment Coordinator should allow the suspected student(s) to finish the assessment and code the student's answer folder by filling in the "Unethical Practice" bubble. The Assessment Administrator is to immediately notify the building assessment coordinator of the suspected prohibited practice. An immediate preliminary investigation with appropriate documentation is to be conducted to determine if an unethical practice occurred. The District Assessment Coordinator can be a valuable resource in the preliminary investigation and should be notified about any unethical practice(s).

The principal is to then notify the student and his or her parent or guardian of the alleged prohibited practice and provide them with a chance to respond.

If the principal determines that the student has not engaged in a prohibited practice, as reported, and notifies the OEAA in writing within 20 school days of the last day of the assessment cycle, the assessment score(s) will not be invalidated, the OEAA will restore the affected score(s). If the principal does not notify the OEAA within the 20 school days, the score(s) will remain invalidated and the results will not be used for Merit Award purposes. Adequate Yearly Progress (AYP) requires the use of a valid assessment score. A student without a valid assessment score will be considered "not assessed" for AYP purposes.

After MEAP Assessment Guidelines

MEAP Building Coordinator Responsibilities

1. Verify that all assessment booklets have been returned from assessment administrators.

2. Check answer folders for the following:

   a. Only answer folders dated for the current cycle have been used.

   b. The appropriate form number has been filled in correctly.

   c. All required student identification fields (Student Name, Teacher Name, etc.) have been completed accurately.

   d. All optional data fields the district chose to use and all "School Use Only" fields have been completed accurately.

   e. No correction fluid, crayons, markers, highlighters, or colored pencils have been used on student answer folders.

   f. No staples, glue, rubber bands, or paper clips have been used on student answer folders.

   g. No extra paper is attached (except when approved as an accommodation).

   h. No answer folders have been disassembled or damaged.

   i. If a New Student Registration Form has been completed, verify that all student identification fields, including the building code, have been completed accurately.

Assessment administrators should also have checked student answer folders for these items, and should have notified the district MEAP coordinator of any student answer folders found to have been damaged, or to contain markings by writing utensils that are not allowed. In these cases, it is the responsibility of the district MEAP coordinator to contact the MEAP Office for assistance.

In general, a new student answer folder should be used if the damage to the original folder would prevent it from moving properly through a computerized scanner. Markings made in number 2 pencil are required for all items on the MEAP assessment. Pencils allow the use of erasers, which is helpful for scanners geared to read the "darker mark."

3. **If a student used a tape recorder, scribe, or Brailler as an accommodation, a member of the school staff must transcribe his or her response into an answer folder.** Spelling, punctuation, indentation, etc., must be transcribed *exactly* as it was in the student's original response.

4. If a student used a word-processor as an accommodation, his or her written responses do not need to be transcribed into a student answer folder by school staff. Each word-processed page must be printed and identified with student and assessment identification information (student name and birth date; student's state UIC number; school and district codes and names; assessment window, grade, and subject **OR the student's barcode label can be affixed to each word-processed page**), and inserted into a student answer folder that has all required student identification information completed. Do not staple or otherwise attach word-processed pages to the answer folder. *All student answer folders containing word-processed inserts must be placed in an orange envelope marked "Special Handling and/or Word Processed Documents." This envelope is provided to the district MEAP coordinators with their Material Return Kit. This envelope is to be placed on the top of the school's answer folders in the first box being returned for each school.*

5. Ensure that any student answer folders that require a New Student Registration Form have the form inserted into the answer folder and that the peel-off barcode label for each New Student Registration Form has been attached to the correct student answer folder. With the exception of Grade 3 Answer Folders, all *unused* answer folders should have been sorted out and destroyed by assessment administrators. All *unused* Grade 3 Answer Folders must be returned with nonscorable materials.

3. Affix a blue "Scorable MEAP materials" label to any package containing used answer folders. In addition to the blue label, affix a white, pre-addressed Authorized Return Label (ARS) on each box to be returned.

4. The ARS Tracking Number is scanned at time of pickup. Make no alterations to the label. UPS will not accept ARS packages with altered labels.

5. On the ARS Label, indicate box ___ of ___. (Example Box 1 of 2, Box 2 of 2, etc.)

6. To track your return shipments, please remove and save the little tab at the bottom left corner of the ARS label. Each label will have its own unique tracking number.

7. Place the boxes where the UPS driver normally delivers or picks up packages.

8. If UPS does not make regular stops at your location, you may call 1-877-536-2719 to schedule a pickup. This is the UPS customer phone number that has been established by UPS for Pearson to schedule ARS pickups. *Do not call the number that is printed on the back of the ARS Label.*

9. Please have the following information available when you call (1) your phone number (if you have called to schedule UPS pickups or ship materials prior to this call, UPS will have your address information in their system, otherwise this information will need to be provided,) (2) the pickup date, (3) this tracking number 1Z65901W0610568660 or one of the tracking numbers from the return ARS labels provide, (4) the number of boxes you are returning, and (5) the average package weight (You can use 15 pounds per box). In most cases your pickup will be scheduled for the following business day or date you requested. You will not receive a return call.

10. Please allow 24 hours for the driver to show up after you call for a pickup. The delivery time is 2 days ground from Michigan to Iowa.

11. If you do not have enough ARS labels, (one is required for each box) call 1-800-204-4109. Do not photocopy the ARS labels. UPS will not accept packages with photocopied ARS labels.

12. After returning your materials for this project, destroy any remaining ARS labels. These labels are project specific so please destroy remaining labels.

13. Fill out the "**MEAP** Materials Return Form" and fax it to 319-358-4293. Instructions are printed on the form.

14. Return of assessment materials immediately after the assessment is strongly encouraged. Because of timeline constraints involved in handscoring written responses and returning results, MEAP will not guarantee the scoring of any answer folder picked up after the deadline.

Instructions for Returning Scorable Materials via K2 Logistics:

1. Larger districts will be using K2 Logistics for the return of scorable materials.

2. Pack materials in the boxes using cushioning materials to keep them secure. It is preferred to use the same boxes that the materials originally came in to ship the materials to the MEAP Scoring Services. If these boxes are not available, use sturdy boxes to return the materials.

3. Remove or black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape.

4. Affix a blue "Scorable MEAP materials" label to any package containing used answer folders.

5. A K2 Logistics Bill of Lading was provided in the return kit.

6. K2 Logistics will contact the district coordinator to schedule an appointment for the pick-up of scorable materials.

7. K2 Logistics can be contacted at 800-445-7213.

8. Fill out the "Materials Return Form" **provided in the Return of Materials Kit** and fax it to 319-358-4293. Instructions are printed on the form.

9. Return of assessment materials immediately after the assessment is strongly encouraged. Because of timeline constraints involved in handscoring written responses and returning results, MEAP will not guarantee the scoring of any answer folder picked up after the deadline.

Instructions for Returning Non-Scorable Materials via FedEx:

1. Larger districts will be using FedEx Ground for the return of non-scorable materials.

2. Pack materials in the boxes using cushioning materials to keep them secure. It is preferred to use the same boxes that the materials originally came in to ship the materials to the MEAP Scoring Services. If these boxes are not available, use sturdy boxes to return the materials.

3. Remove or black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape.

4. Affix a white "non-scorable MEAP materials" label on all packages.

5. A Pearson Educational Measurement Bill of Lading was provided in the return kit.

6. Call the number on the bill of lading to schedule an appointment.

7. Fill out the "**MEAP** Materials Return Form" **provided in the Return of Materials Kit** and fax it to 319-358-4293. Instructions are printed on the form.

Table of Assessment Materials to be Returned

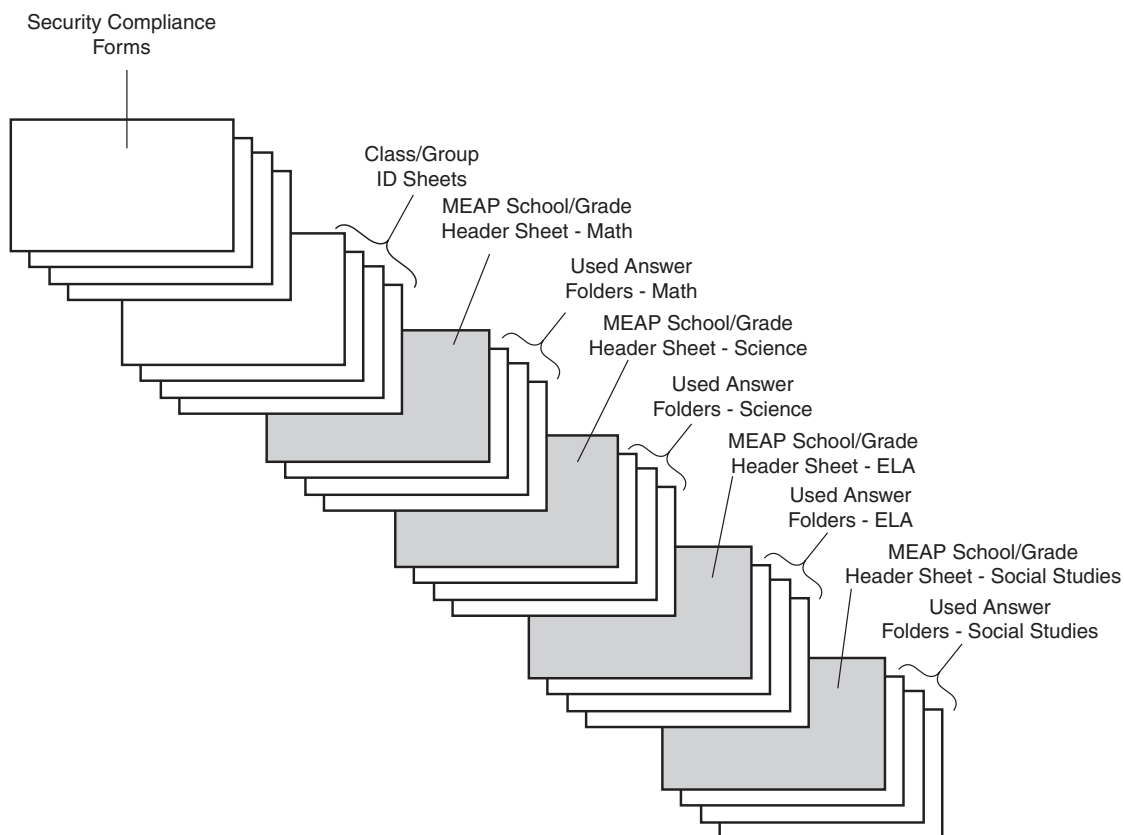| Assessment Materials	Return to MEAP Scoring Services	Schools Keep	Schools Destroy
MEAP Administrator Manual		X	X
Assessment Booklets (including Braille, large-print, audio and video versions)	**X**		
Used Answer Documents	**X**		
Unused Answer Documents			X
Unused Answer Documents – Grade 3	**X**		
Marked Math Reference Sheets and Overlays			X
Unmarked Math Reference Sheets and Overlays		X	
MEAP Assessment Security Compliance District Coordinator	**X**		
Used School/Grade Header Sheets	**X**		
Used Class/Group ID Sheets	**X**		
Unused School/Grade Header Sheets			X
Unused Class/Group ID Sheets			X

Assembling Answer Folders for Return

The diagrams below demonstrate how to assemble used answer folders by subject.

For example, assemble your Math Answer Folders as follows:

MEAP School/Grade
Header Sheet - Math

Used Answer
Folders - Math } by grade
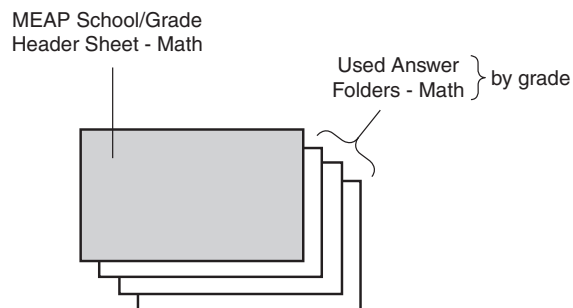
Continue to assemble used answer folders for each subject.

The diagram below shows how your answer folders will look after all subject areas are assembled for each school.

Security Compliance
Forms

Class/Group
ID Sheets

MEAP School/Grade
Header Sheet - Math

Used Answer
Folders - Math

MEAP School/Grade
Header Sheet - Science

Used Answer
Folders - Science

MEAP School/Grade
Header Sheet - ELA

Used Answer
Folders - ELA

MEAP School/Grade
Header Sheet - Social Studies

Used Answer
Folders - Social Studies

English language learner (ELL) – see Limited English Proficient (LEP)

Ethnicity -The following classifications and definitions are based on the U.S. Office of Management and Budget's directive on Race and Ethnic Standards for Federal Statistics and Administrative Reporting. "These classifications should not be interpreted as being scientific or anthropological in nature, nor should they be viewed as determinants of eligibility for participation in any federal program." (OMB Directive No. 15) The student should fill out the classifications since they reflect the individual's recognition of his or her community. Classifications will be used only for the purpose of reporting.

> *American Indian or Alaskan Native* – a person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition

> *Asian or Pacific Islander* – a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands; this area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa

> *Black, Not of Hispanic Origin* – a person having origins in any of the black racial groups of Africa

> *Hispanic* – a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race

> *White, Not of Hispanic Origin* – a person having origins in any of the original peoples of Europe, North Africa, or the Middle East

> *Multiracial* – a person of mixed racial and/or ethnic origins

Formerly Limited English Proficient (FLEP) – A student is designated as FLEP when he or she is no longer designated LEP by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the LEP designation has been removed. (*No Child Left Behind*, Title III, Subpart 2, Section 3121)

Item Analysis Report – Provides a description of each selected-response (multiple-choice) item and each constructed-response (open-ended) item on the assessment, including the primary Michigan benchmark measured by each item. This report also indicates statistics summarized by classroom or group, building, district, and state to enable comparisons to be made across the state.

Homeless – A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, trailer parks, or campgrounds.

Home Schooled – The "Home Schooled" bubble exists for students who are home schooled and take the MEAP in their local school district. Public school districts are required to administer the MEAP assessments to home-schooled students who wish to assess.

Limited English Proficient (L.E.P.) – The terms "limited English proficient" or "English language learner", when used with respect to an individual, means an individual

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English;

    (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

       (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

    (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

    (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);

    (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

    (iii) the opportunity to participate fully in society.

Mathematics Assessment – The mathematics assessment is designed to demonstrate students' understanding of mathematics through multiple-choice and constructed-response questions.

MEAP Use Only – Special use bubbles have been added to answer folders. These bubbles, labeled "MEAP Use Only" are to be used only as instructed under special notice by the MEAP office.

Michigan Merit Award Program – A program established for high school seniors designed to reward student achievement and to make postsecondary education more affordable **and is administered by the Michigan Department of Treasury.** The award amount is determined by the Legislature.

Migratory Status (M.S.) – A student who has moved with a parent or guardian or on his or her own within the past 36 months from one school district to another for the purpose of securing temporary or seasonal work in agriculture or fishing.

Parent Report — The Parent Report provides a detailed description of each student's performance in the content areas assessed on the MEAP. This report is designed to help parents and guardians recognize the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

Research I and II Fields – Research reports provide districts an opportunity to receive results disaggregated by up to ten groups per report.

Single Record Student Database — Data submitted by school districts via the Single Record Student Database (SRSD) include discrete information about individual students such as age, gender, race and ethnicity, and program participation. The data collected via the SRSD will be used to meet the reporting requirements of the federal *No Child Left Behind Act of 2001*, including the determination of Adequate Yearly Progress (AYP).

Science Assessment – The science assessment is designed to demonstrate students' understanding on science through multiple-choice and written-response questions.

Social Studies Assessment – The social studies assessment is designed to demonstrate students' understanding of social studies through multiple-choice and constructed-response questions.